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EDUCATIONAL WRITINGS

II. COMMENT ON CURRENT EDUCATIONAL WRITINGS

1. *A new set of elementary-school arithmetics.*—The various textbooks in arithmetic that are being issued from time to time show a marked tendency to comply with the demand for a reorganization of the course of study. Some of the more radical texts have met the demand boldly by selecting the subject-matter almost entirely from the social and economic life of the community. Others, more conservative, have retained much of the traditional organization of the subject, but have tried to give it social content by a closer application of the principles to the everyday problems of the farm, the household, the industries, and the community interests.

The method of approach to the subject in the two types of texts is equally different. The radical texts motivate the work through the child's interest in plays, games, construction, dramatization, etc. Each new topic is developed through a series of projects, or grouped problems, before the principles involved are abstracted and drilled upon. The conservative texts, on the other hand, stress first the teaching of the principle and later its multiple application to practical business situations. It is a noticeable and encouraging fact that both types show a marked tendency to restrict the subject-matter to present-day situations. Along with this tendency there is an increased emphasis upon greater accuracy and speed in the fundamental processes. Practically every recent text examined contains either standardized drills or ample provision for frequent reviews of the essentials.

The Hamilton *Standard Arithmetics*¹ are representative of the more conservative texts. The first two books of the series aim primarily to give a mastery of the four processes with integers and fractions. The third book, designed for the seventh and eighth grades, places chief emphasis upon the applications of these to business problems. The twelve pages of industrial problems in Book III taken from the farm, the household, and the mercantile house are among the best in the book. Good problem material is found under the following headings: "Stocks and Bonds," "Paying and Collecting Money," and "Government Income and Expenditures." Though these latter are practical business problems, they present adult situations. The skilful teacher will need to supplement them by much detailed descriptive explanation of business practices. Simple work in algebra is given in seventeen pages,

¹ *Hamilton's Standard Arithmetic*, Book I, Book II, Book III. New York: American Book Co., 1917.

introducing the equation in the solution of problems. Thirty-four pages of the Appendix are devoted to the greatest common divisor and the least common multiple, the metric system, and similar topics recommended for elimination by the Committee on Minimum Essentials.

The first and second books are more formal than the third. The first book, for second, third, and fourth grades, is "devoted mainly to the forty-five number facts of addition and subtraction and to the elementary treatment of the fundamental operations." The second book contains the work for the fifth and sixth grades, and includes common fractions, decimals, and "percentage with its simpler applications." Both books have frequent drills and tests for accuracy. Many of the problems relate to the common affairs of life, such as marketing, traveling, furnishing a house, and keeping simple accounts. These are, however, far too few in number.

The books upon the whole are a distinct improvement over the former editions by the same author even though they retain the formal treatment and the spiral method characteristic of the earlier books. They contain an abundance of good problem material, but the formal presentation of it leaves much for the teacher to explain, describe, and vitalize.

K. L. McLAUGHLIN

2. *A source-book for students of the education of the feeble-minded*.—A recently published bibliography of literature on the Binet-Simon scale, covering the four years just prior to 1917, contains 457 titles. This total gives one a general notion of the extent and intensity of the present interest in the study of defectives and retardates. This interest has to a large degree centered among the experimentalists and administrators in education. The definite diagnostic possibilities of the Binet scale made a tremendous appeal to American educators. Binet testers, inspired largely by the work and optimism of Dr. Goddard, of the Vineland Training School, sprang up in great numbers all over the country. "Nothing else is needed in the great mass of cases than this test," said Goddard, referring to the Binet-Simon series. Teachers were led to believe that the scale was a marvel of accuracy. In the course of this movement many thousands of public-school children have been tested by the Binet scale, and now we seem quite ready for general summaries and interpretations of results.

The teacher looking for such summaries will find them in the first two chapters of *Problems of Subnormality*, by Dr. J. E. Wallace Wallin.¹ The author is a psychological investigator of repute, is pedagogically well informed, and is director of the psycho-educational clinic of the St. Louis public-school system.

Dr. Wallin believes that the fundamental problems relating to feeble-mindedness are four in number: (1) diagnosis, (2) treatment, (3) after-care, and (4) prevention. Basic for all others is the problem of diagnosis. The

¹ *Problems of Subnormality*. By J. E. Wallace Wallin. Yonkers-on-Hudson, N.Y.: World Book Co., 1917. Pp. xv+485.

range of the book can be gathered from a brief statement of the important points covered in the seven chapters: changing attitudes toward the subnormal, the standard for diagnosis, organization of work with defectives, the problem in its educational and social bearings, epilepsy, state provisions, and a final chapter on eugenics.

In the first and second chapters Dr. Wallin examines critically the results of a considerable number of investigations and concludes on the basis of these results that feeble-mindedness is not a disease, but a case of arrested mental development; its diagnosis should therefore rest with the clinical psychologist and not with the medical practitioner; the rôle of the mere Binet tester should be better understood; he is to the clinical psychologist what the nurse is to the physician; Goddard's standards for moronity, Binet XI and XII, led to the estimate that 2 to 4 per cent of the children attending public schools are feeble-minded; the actual figure, however, according to the author, is less than 1 per cent, and the number of feeble-minded in reformatories, assignation houses, and penal institutions varies from 10 to 25 per cent instead of from 50 to 97 per cent, as has been reported; a better diagnostic standard, in agreement with Simon, would place the upper threshold of feeble-mindedness near the tenth year on the Binet scale; *special* classes should be arranged for the feeble-minded, *ungraded* classes for the backward; the school must organize classes for the feeble-minded, because the state has not adequate facilities for their training; and that they are worth training has been known since the experiments of Itard on the Wild Boy of Aveyon about 1800.

After chapters i and ii, which constitute more than half the book, school administrators should read in chapter iii the carefully worked-out plan proposed for the organization of work with feeble-minded and backward children in St. Louis. This plan, in twenty definite statements, constitutes an important declaration of principles, one that could be pondered with profit in the establishment or readjustment of work with subnormals anywhere.

Of the four remaining chapters three are modified reprints of addresses. The final paper on eugenics is only of indirect concern to teachers. Eugenic measures supplement pedagogic ones in the general program of racial improvement. Eugenics works through the channels of physical heredity, education through social heredity.

The book has an introduction by Superintendent Withers, of the St. Louis schools, and contains an excellent bibliography.

FREDERICK S. BREED

3. *Teaching pupils to study.*—During the last few years a number of books have been published which deal with the problem of training pupils how to study. For the most part these books have discussed the general principles underlying effective study habits. These discussions have stimulated a considerable amount of interest and co-operative effort on the part of teachers

throughout the country. During the winter of 1914-15 the teachers of Topeka, Kansas, under the leadership of Superintendent H. B. Wilson, made a study in this field. During the latter part of 1914-15 and throughout the next year some excellent results were secured from the efforts of the teaching staff to train the children in right habits of study. These were edited by Superintendent Wilson and published in monograph form in the "Course of Study" series of the Topeka, Kansas, publications. The immediate object of the monograph¹ was to supply help to the teachers of that city in their efforts to train pupils in effective methods of study and work. The monograph received favorable mention in the *Journal of Education*, and the requests for it became so numerous that it was published in book form.

The content of the book is divided into two parts. The first outlines the factors in study under the following topics:

- I. Providing Specific Aims
- II. Gathering Data
- III. Supplementing the Thought
- IV. Judging What to Do and the Worth of the Data
- V. Organizing the Data
- VI. Maintaining a Tentative Attitude or Holding Judgment in Suspense
—How Secured
- VII. Reaching a Conclusion
- VIII. Applying the Use of Conclusions
- IX. Memorizing
- X. Preserving Student's Individuality
- XI. Establishing Right Habits of Study

In connection with the discussion of each of these topics illustrations are given showing how progress is secured in the various grades. These illustrations are suggestive, but should be given in greater detail to be most helpful. The second section presents a few detailed reports showing what different teachers did in training pupils to study. The results published in this book indicate the value of co-operative effort on the part of teachers in solving a significant classroom problem. The suggestions which are offered with regard to teaching children how to study will prove valuable in the hands of progressive teachers. The results which are reported do not represent a final solution of the problem.

W. S. GRAY

4. A work² has appeared giving a systematic account of the progress of civilization and comprising eight main and two supplementary volumes. Of the main volumes two are devoted to the history of antiquity, three to the

¹ *Teaching Pupils How to Study.* By H. B. Wilson.

² *Progress of Nations.* Charles H. Sylvester (Editor-in-chief). An account of the progress of civilization prepared with the assistance of eminent educators from leading colleges and universities. 10 vols. Chicago and Kansas City: National Progress League.

history of Europe, and three to the history of America. One of the supplementary volumes is made up of what is termed a chart course. It contains a three years' course of study in outline form based on the eight main volumes. Besides the outline of three years of work in history this volume also contains a number of graphic charts, source extracts, and illustrations. The other supplementary volume is called *Graphic History*. It is made up of three parts, as follows: graphic history, manual of methods, and a supplement. The graphic history relates to the United States, an adequate description of which would be difficult to give. One must really see the illustrations to appreciate them. A mere enumeration of some of the subjects illustrated will give some notion of this part of the work: modes of travel, habitations, slavery in the United States, the Panama Canal, acquisition of territory, political parties, each administration, the Civil War, the Revolutionary War, and each of the thirteen colonies.

The part of this volume devoted to methods contains 126 pages. The discussion relates especially to United States history and was written by Professor A. H. Sanford, of La Crosse, Wisconsin. Such topics as purposes in teaching history, the use of the textbook, the use of outlines, reviews, the use of supplementary reading, teaching cause and effect, and many others of a similar nature are discussed at some length. This and the foregoing section would be of much interest to grammar-grade and junior high school teachers of history. Part III or the Supplement of this volume contains material relating to the administration of Woodrow Wilson, Mexico since 1867, and the war of the nations—all of which give evidence of the up-to-dateness of the entire work.

Regarding the general plan of the eight main volumes on the history of antiquity, Europe, and America, it should be said that the account is in narrative form, the end sought being to present a narration of events that would be interesting and instructive to the general reader. The style is clear and attractive and the narration is interspersed with interesting anecdotes and descriptions. The material in each volume has been selected with much care, emphasis being given to those movements in the past that have contributed in the largest measure to the progress of civilization. Art, literature, and industries receive relatively more attention than military campaigns and battles. Since the work was reviewed by eminent historians in the various fields treated before it was published, its authenticity will not be seriously questioned.

Among the special features of the work are the illustrations and maps. There are in all thirty-two illustrations in color representing the world's greatest paintings. Half-tones, etchings, and photographs are scattered liberally through the volumes. With the aid of these illustrations the reader will be able to reconstruct in his imagination each age as it really was. There are a number of colored maps inserted here and there wherever they will be of assistance to the reader. Besides these there are many etchings containing plans of cities, buildings, and battlefields.

The work contains other features which one might designate as study or pedagogical aids. These consist of suggestions to the reader at the beginning of certain chapters, suggestive questions at the end of each chapter, lists of authentic works, chronological summaries, and lists of dates to be remembered.

The subtitle of the work is *Practical History of the World*. It will require but a cursory examination by the reader to see the justification of this subtitle. The truth of the matter is that if one should desire a self-directed reading-course in the history of the world, one could do nothing better than take up each volume in order and follow the direction contained therein. Furthermore, if one should desire to pursue a three years' course in the history of the world, one would do well to follow the outline given in one of the supplementary volumes, using the various main volumes to secure the information called for in the outline.

In conclusion the writer sees no reason why the work would not be of much value as reference material in regular courses in history. The narration of the world's history contained in the eight main volumes is something that history students could pursue with profit, for it too frequently occurs that students pursue the study of history for two or three years without ever securing a connected narration of the history they have been studying. The writer is almost radical enough to say that if the cost did not prohibit such a plan he would favor the use of such a series as the present one as a text in high-school history.

R. M. TRYON

III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN MARCH, 1918

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

Accredited Junior Colleges, Circular of Information. Columbia, Mo.: University of Missouri Bulletin, 1918. Pp. 182.

CARY, C. P. *An Educational Survey of Janesville*. Madison, Wis.: Wisconsin State Department of Public Instruction, 1918. Pp. viii+329.

DAVIS, MARY C. *School and Home Gardening*. Philadelphia and London: J. B. Lippincott Co., 1918. Pp. xviii+353.

Emergency Training in Shipbuilding. Washington: Government Printing Office, 1918. Pp. 71.

FULMER, GRACE. *The Use of the Kindergarten Gifts*. Boston: Houghton Mifflin Co., 1918. Pp. xii+232.

GRACE, M. ANNIE, AND MONROE, EMMA C. *Lesson Plans in Fourth-Grade History*. Baltimore: Warwick & York, Inc., 1917. Pp. 155. \$0.75.

JONES, EDWARD SAFFORD. *The Influence of Age and Experience on Correlations Concerned with Mental Tests*. Baltimore: Warwick & York, Inc., 1917. Pp. 89. \$1.25.

- KENDALL, CALVIN NOYES. *History in the Elementary School*. Chicago: Houghton Mifflin Co., 1918. Pp. vii+134. \$0.75.
- LYON, DARWIN OLIVER. *Memory and the Learning Process*. Baltimore: Warwick & York, Inc., 1917. Pp. 179.
- MIZUNO, TSUNEKICHI. *The Kindergarten in Japan*. Boston: Stratford Co., 1917. Pp. ix+62+lxiv.
- PINTNER, RUDOLF, AND ANDERSON, MARGARET M. *The Picture Completion Test*. Baltimore: Warwick & York, Inc., 1917. Pp. vii+101. \$1.25.
- RUGG, H. O. *Survey of the St. Louis Public Schools*. Vol. IV, *Finances*. St. Louis, Mo.: Board of Education, 1917. Paper. Pp. 241.
- TERMAN, LEWIS, AND OTHERS. *The Revision and Extension of the Binet-Simon Scale for Measuring Intelligence*. Baltimore: Warwick & York, Inc., 1917. Pp. 179.
- Texas History Teachers' Bulletin*. Austin, Tex.: University of Texas Bulletin, 1918. Pp. 77.
- WILSON, H. B. *Training Pupils to Study*. Baltimore: Warwick & York, Inc., 1917. Pp. 72. \$0.50.

B. TEXTBOOKS FOR THE ELEMENTARY GRADES

- BAILEY, CAROLYN S. *Tell Me Another Story*. Springfield, Mass.: Milton Bradley Co., 1918. Pp. xii+325.
- BEST, SUSIE M. *Egypt and Her Neighbors*. New York: Macmillan, 1918. Pp. 185. \$0.60.
- . *Merry England*. New York: Macmillan, 1918. Pp. 185. \$0.60.
- . *Western Europe*. New York: Macmillan, 1918. Pp. 183. \$0.60.
- CARPENTER, FRANK G. *Around the World with the Children*. Chicago: American Book Co., 1917. Pp. ix+133.
- DAVIDSON, ISOBEL. *Real Stories from Baltimore County History*. Baltimore: Warwick & York, Inc., 1917. Pp. 282.
- FARMER, A. N., AND HUNTINGTON, JANET RANKIN. *Food Problems*. Chicago: Ginn & Co., 1918. Pp. 90.
- HERVEY, WALTER L., AND HIX, MELVIN. *The Horace Mann Readers—Seventh Reader*. Chicago: Longmans, Green, & Co., 1918. Pp. 480. \$0.80.
- MILLER, ELIZABETH ERWIN. *The Dramatization of Bible Stories*. Chicago: The University of Chicago Press, 1918. Pp. 157. \$1.00.

C. TEXTBOOKS FOR THE HIGH SCHOOL

- BOLENIUS, EMMA MILLER. *Everyday English Composition*. Chicago: American Book Co., 1917. Pp. 340.
- BRENKE, W. C. *Advanced Algebra*. New York: Century Co., 1917. Pp. 196. \$1.25.

- BRENKE, W. C. *Elements of Trigonometry with Tables*. New York: Century Co., 1917. Pp. 39.
- CLIPPINGER, ERLE E. *Written and Spoken English*. Chicago: Silver, Burdett & Co., 1917. Pp. 561.
- GOODWIN, MARY LOUISE, AND GUILL, KATE CORDON. *Students' Handbook of Composition*, Part II. New York: Macmillan, 1918. Pp. 38. \$0.25.
- GREENE, GEORGE G. *Pattern-Making Note-Book*. Peoria, Ill.: Manual Arts Press, 1917. Pp. 25. \$0.25.
- HART, ALBERT BUSHNELL. *New American History*. Chicago: American Book Co., 1917. Pp. 650.
- OPDYCKE, JOHN B., AND DREW, CELIA A. *Commercial Letters*. New York: Henry Holt & Co., 1918. Pp. 395.
- JESSERAND, BETH WARNER. *Food Preparation*. A laboratory guide and notebook for high-school classes in domestic science. Parts I and II. Peoria, Ill.: Manual Arts Press, 1917. Pp. 142.
- PINE, FRANK W. (Editor). *Dickens' Oliver Twist*. New York: Macmillan, 1918. Pp. xxxiv+472. \$0.25.
- RENNERT, HUGO A. (Editor). *Selections from the Novelas Ejemplares*. New York: Henry Holt & Co., 1918. Pp. xii+218.
- SAMPSON, CHARLES H. *Assignment Manual of Algebra*. Chicago: Benj. H. Sanborn & Co., 1917. Pp. viii+53.
- SMITH, HERBERT R., AND MESS, HARRY M. *The Laboratory Study of Chemistry*. New York: Henry Holt & Co., 1918. Pp. 256.
- STEEVER AND FRINK. *The Cadel Manual*. Philadelphia and London: J. B. Lippincott Co., 1918. Pp. 317.
- STRAUB, BERNHARD C. (Editor). *Märchen und Sagen*. New York: Macmillan, 1918. Pp. xviii+220. \$0.40.
- THOMAS, CHARLES SWAIN (Editor). *Atlantic Narratives*. Boston: Atlantic Monthly Press, 1918. Pp. xxvi+350.
- THORNDIKE, ASHLEY H. *The Elements of Rhetoric and Composition*. New York: Century Co., 1918. Pp. 363. \$1.25.
- TUFTS, JAMES H. *Our Democracy: Its Origins and Its Tasks*. New York: Henry Holt & Co., 1917. Pp. vi+327.
- . *The Real Business of Living*. New York: Henry Holt & Co., 1918. Pp. x+468.
- D. PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION
- Educational Directory, 1917-18*. Department of the Interior, Bulletin No. 3, 1917. Government Printing Office, 1918. Paper. Pp. 200.
- Lessons in Community and National Life*. Department of the Interior, Bureau of Education. Community Leaflets 13, 14, 15, 16, 17, 18 (February and March). Paper. Pp. 32 each.

- Monthly Record of Current Educational Publications.* Department of the Interior, No. 52, December, 1917; Nos. 1 and 4, January and February, 1918. Pp. 27, 24, 21, respectively.
- Physical Education in Secondary Schools.* Department of the Interior, Bulletin No. 50, 1917. Government Printing Office, 1918. Paper. Pp. 24.
- Summer Sessions of City Schools.* By W. S. DEFFENBAUGH. Department of the Interior, Bureau of Education, Bulletin No. 45, 1917. Government Printing Office, 1918. Paper. Pp. 45.
- The Preparation and the Preservation of Vegetables.* Department of the Interior, Bureau of Education, Bulletin No. 47, 1917. Government Printing Office, 1918. Paper. Pp. 24.

E. MISCELLANEOUS PUBLICATIONS

- BUTTERFIELD, GEORGE E. *Bay County—Past and Present.* Bay City, Mich.: C. & J. Gregory, Publishers, 1918. Pp. 212.
- CORLEY, AMES HAVEN. *Ame'ia.* New York: Macmillan, 1918. Pp. xvi+300. \$1.00.
- FLINT, L. N. *Newspaper Writing in High Schools,* 1917. Paper. Pp. 42.
- FUENTES, VENTURA, AND ELIAS, ALFREDO. *Manual de Correspondencia.* New York: Macmillan, 1918. Pp. xi+230. \$1.00.
- High-School Libraries, List of Books for, etc.* Madison, Wis.: Issued by C. P. Carey, state superintendent. Pp. 209.
- Iowa, Bulletin of the State Teachers College,* Cedar Falls, Iowa. Extension Service Report, 1916-17. Part I, Vol. XVII. No. 4, April, 1917. Paper. Pp. 58.
- Iowa, Bulletin of the State Teachers College,* Cedar Falls, Iowa. Report of the Inside Survey. Part II, Vol. XVII, No. 4, April, 1917. Paper. Pp. 113.